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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 9 Term: 3**

**Name / Theme or Unit: Poetry**

**Time Frame: 3 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will learn about and enjoy reading examples of the techniques used by poets to create meaning and enhance the experience of poetry. Students will also learn how to analyze basic poems and compose their own poems using these techniques. Students will practice and perform poetry readings with rhyme and rhythmic flow. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  9.1. Identify and use the literal and figurative meanings of words  9.2. Distinguish between the positive and negative connotative meanings of words  9.10 Compare and contrast the presentation of a similar theme or topic across genres, and be able to discern the characteristics that unite ideas or are independent.  9.13 Understand and be able to identify and use complex literary devices (including figurative language, imagery, allegory, and symbolism, and explain their appeal)  9.15 Introduction of the literary concepts of imagery, allegory and symbolism.  9.20 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  9.26 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.  9.27 Write biographical or autobiographical narratives or short stories using correct story elements (plot, setting, character, conflict, climax, resolution) along with descriptive details; incorporate narrative voice, complex literary devices, mood and tone when possible  9.46 Demonstrate how language and delivery affect the mood and tone of the oral communication and make an impact on the audience  9.49 Deliver a narrative presentation using a variety of sensory detail and visual aids  9.52 Deliver oral responses to literature through class discussions; be able to support opinions with fact  9.54 Record students throughout the year in their oral performance to be able to see progress, determine areas of weakness and strength, and to set goals for improvement | |
| **Essential questions:**   1. What is imagery and how do poets use it to make poetry come alive? 2. How does figurative language deepen the meaning of a poem or work of literature 3. What is rhythm and meter? How does the sounds of poetry affect our experience of it. 4. How can we read rhythmic poems in a way that successfully conveys it’s music and meaning? | **Expected language:**  Poetry, poet, speaker, sensory language, imagery, images, metaphor, extended metaphor, simile, personification, figurative language, literal meaning, exact rhyme, approximate rhyme, internal rhyme, end rhyme, rhythm, meter, unstressed and stressed syllables, ballad, |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Examples of Imagery done in class (attached in Imagery power point)  “A Blessing” Imagery Chart Assignment (attached)  Where I`m From Poem Assignment + Oral reading (attached)  Group assignment – Finding examples of figurative language in “The Scarlet Ibis” (read in the previous unit)  “Entre Nous” - Picture of one of the extended metaphors in the song (attached)  Extended Metaphor Writing Assignment (attached)  “Fire and Ice” Mini analysis pop quiz (attached)  Rhythm poetry worksheet and oral practice (attached)  “Ballad of Birmingham” Questions and comparison chart (see below)  Ballad Writing Assignment and Performance (attached)  Practice Poem analysis. Test preparation. (attached)  Class Discussions | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| **Imagery and Sensory Language**  Students will begin with a quick review of symbolism. The teacher will draw an ear, mouth, nose, etc. on the board and the students will be asked to analyze what they are at all different symbolic levels (eg. the sense of smell, a nose, a picture of a nose, some ink on a whiteboard, etc.) Once every sense has been labeled, the teacher will explain what an **image** is (a picture that appeals to any of the five senses, instead of only sight). Students will then take some notes and view examples from the imagery power point (attached) and at the end, write examples of imagery (in the powerpoint).  Students will then read the poem “A Blessing” as a class and identify and write the examples of imagery and the senses to which they appeal in the Imagery Chart (attached).  Next, students will begin their “Where I’m From” poem assignment (attached). The students will create a list of objects, phrases, places, etc. from their home, neighbourhood, bedroom, etc. and then write a structured poem that describes who they are by listing the items and adding sensory language. The poem will use repetition of the phrase “I am from…” at the beginning of each line. To help the students with descriptive words, the teacher will hand out a photocopy for the students to keep with a mini thesaurus of sensory words, divided into categories of taste, sight, touch, etc. (photocopy only, not attached). Students will be able to informally read their poems to the class for participation marks if they like. The teacher and students can give feedback.  **Figurative Language**  Students will begin with a short review discussion of the basics of figurative language as distinguished from literal language (eg. When I say Santiago is a tiger on the soccer field, do I actually mean “tiger?” etc.) They will then take notes and view examples from the Gr. 9 power point on Figurative Language. Once students have a basic understanding, they will complete a group assignment for reading / participation marks. The group will be tasked with finding as many examples of figurative language as they can in “The Scarlet Ibis” (read in the previous unit). Group members can be organized to cover specific pages depending on their speed, etc. The group with the most correct examples gets a prize (candy? bonus?)  The class will then read several poems as a class that have examples of metaphor, simile, and personification.   * “I am a Rock” by Simon and Garfunkel (lyrics and mp3 attached) * “Tiburon” (video on low riders attached for introduction) * “The Boy at the Window” * “Entre Nous” by Rush (lyrics and assignment with mp3 attached)   For the last poem, the students will identify the several extended metaphors and then draw one of them, attempting to artistically render both the literal and figurative meanings. The students will write their own extended metaphors based on a description of a person (attached with example)  The students will read “Fog” and analyze it as a class with help from the teacher. Then, as an exercise in interpretation, the students will have a mini-pop quiz interpreting the figurative language in “Fire and Ice.” (questions attached). Students will then switch and mark the quiz and correct the answers on the paper they receive. They will receive a mark for the paper **that they mark with corrections**.  **Rhythm and Rhyme**  Students will begin by watching a video of The Black Eyed Peas performing a song with lots of rhythm and onomatopoeia. The link to the song has the lyrics cleaned up and has the words on the screen. <http://www.youtube.com/watch?v=0cKnTLrDbcw>  Students will be asked to clap along and identify the rhythm that the song has. Students will then take some notes and view a few examples of rhythm and rhyme from the Sound Elements power point (not including Onomatopoeia and Alliteration).  As a group workshop, students will complete a worksheet (attached) with a series of tongue twisters and “the Bat.” (attached). Students will write the scanning of the rhythm of the examples with help from the teacher and each other. At the end of the class, they will be required to read out one of the tongue twisters and demonstrate the correct emphasis.  Students will then watch a short introductory video to the civil rights movement and read “The Ballad of Birmingham” and it’s related article in the textbook. The students will be assigned a stanza and be asked to read the poem in turn, emphasizing the rhythm. By answering the questions p. 467 p. #1-9, they will read and note some of the elements of the Ballad and contrast it to the article that deals with the same historical event.  Students will then begin their own ballads (see assignment). The teacher will begin by reminding them of the genre elements (repetition, rhythm, and rhyme) and review the exact syllable structure, meter, and rhyme pattern needed for the poem (example stanza included in the assignment). Students will work on this assignment for several days with help from the teacher and each other scanning the syllables and getting the rhythm straight. At the end, students will perform the poems to the class and be recorded for later review.  **Review**  Students will, as a class, go through and write out the practice poem analysis with the teacher (attached) that brings all of the poetic elements of the unit together. They will be required to do a similar analysis on the Test. Also, they will review the poetry terms learned (attached power point of definitions and examples). Lastly they will write a test. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Video clip on Low Riders for “Tiburon”  Video clip on the history of the civil rights movement for “The Ballad of Birmingham”  Song: “Entre Nous” by Rush  Song: “I am a Rock” by Simon and Garfunkel  Traditional Tongue Twister poem examples  Holt Supplementary power points (on Poetry Elements)  **Holt Language and Literature Text:** “A Blessing,” “Tiburon,” “The Boy at the Window,” “Fog,” “Fire and Ice,” “The Bat” (in IR), “The Ballad of Birmingham,” “The Courage that My Mother Had.”  Teacher Created Resources | |

At the end of the unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_

REFLECTIONS: